

Core Question 3: Is the organization effective and well run?

The Governance and Leadership Performance Framework, outlined in Core Question 3, gauges the academic and operational leadership of schools. Core Question 3 consists of six indicators designed to measure schools on how well their school administration and board of directors comply with the terms of their charter agreement, applicable laws, and authorizer expectations.

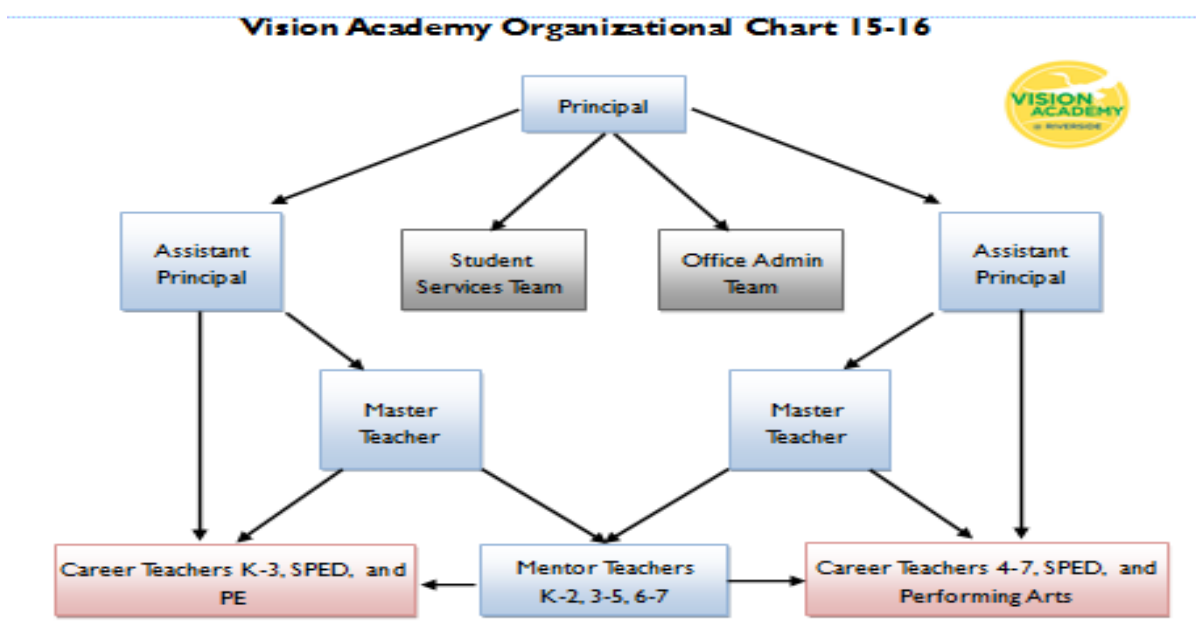
3.1. Is the school leader strong in his or her academic and organizational leadership?							
Indicator Targets	Does not meet standard	The school leader presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.					
	Approaching standard	The school leader presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.					
	Meets standard	The school leader complies with and presents no concerns in the sub-indicators below.					
	Exceeds standard	The school leader consistently and effectively complies with and presents no concerns in the sub-indicators below.					
3.1 Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
	MS	MS					
Sub-indicator Ratings	Sub-indicators						Rating
	Demonstration of sufficient academic and leadership experience						MS
	Leadership stability in key administrative positions						MS
	Communication with internal and external stakeholders						MS
	Clarity of roles among schools and staff						MS
	Engagement in a continuous process of improvement and establishment of systems for addressing areas of deficiency in a timely manner						AS
	Consistency in providing information to and consulting with the schools' board of directors						MS

With several years of school experience and an M.Ed. from Teacher's College of Columbia University, the Director of Vision Academy at Riverside demonstrated sufficient academic and organizational experience. In its second year of operation, Vision Academy experienced improved stability at key leadership roles throughout the school, allowing for more clarity in the responsibilities for staff members throughout the organization.

The Director effectively and consistently communicated with internal and external stakeholders, including the school staff, board of directors, Mayor's Office (OEI), community partners, and families. The Office of Education Innovation received several phone calls from parents regarding concerns with school communication. While the school leader was immediately responsive to these concerns, more proactive strategies might have prevented such issues from occurring.

The school leader continued to build partnerships with organizations that could support the school in realizing its mission of providing a college-preparatory education through a rigorous, literacy-based academic program. For example, the school leader solidified a partnership with Early Learning Indiana (ELI), a high quality pre-K service provider, that allowed ELI to lease space within Vision Academy..

Organizational Chart



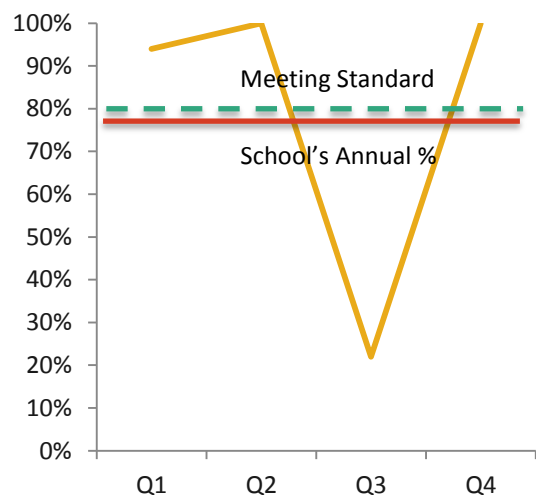
The Director regularly reviewed and reported on student progress utilizing a variety of assessment tools and adjusted instructional focus throughout the year to address needs. For example, in response to concerning trends in mid-year reading data, the school leader created a curriculum committee with literacy teachers to strategically target areas for improvement. While the school utilized a variety of strategies to address these areas of concern, it remains to be seen whether these strategies resulted in improved student achievement. Aside from academics, the school leader reviewed and analyzed a variety of other student metrics (including attendance, discipline, parent engagement, and teacher performance) and continuously searched for ways to improve the student experience at VAR.

The Director provided a thorough report to the board at every meeting that included sections on multiple measures of school performance (including those listed above). Information was consistently accurate, relevant, and timely. For all of these reasons, VAR receives a Meets Standard for school leadership.

3.2. Does the school satisfactorily comply with all its organizational structure and governance obligations?							
Indicator Targets	Does not meet standard		The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.				
	Approaching standard		The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.				
	Meets standard		The school complies with and presents no concerns in the sub-indicators below.				
	Exceeds standard		The school consistently and effectively complies with and presents no concerns in the sub-indicators below.				
3.2 Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
	AS	AS					
Sub-indicator Ratings	Sub-indicators						Rating
	Submission of all required compliance documentation in a timely manner as set forth by the Mayor's Office, including but not limited to: meeting minutes and schedules, board member information, compliance reports and employee documentation						AS
	Compliance with the terms of its charter, including amendments, school policies and regulations, and applicable federal and state laws						MS
	Proactive and productive collaboration with its board and/or management organization (if applicable) in meeting governance obligations						AS
	Active participation in scheduled meetings with OEI, including the submission of required documentation by deadlines						MS

During the 2015-2016 school year, the school leader or the Executive Director from Avondale Meadows Academy was responsible for submitting the majority of compliance documents to the Mayor's Office (OEI). While the school leader improved early in the year, late submission of third quarter materials resulted in an on-time reporting percentage of 78%, as evidenced by the graph to the right.

Aside from compliance documentation, VAR maintained compliance with all material sections of its charter and submitted amendments when necessary. Additionally, the School Director was consistently and actively engaged in meetings with OEI. However, due to the concerns with compliance reporting, VAR receives an **Approaching Standard** for compliance obligations.

On-Time Compliance Reporting Percentage (3.2a)


3.3. Is the school's board active, knowledgeable, and does it abide by appropriate policies, systems, and processes in its oversight?							
Indicator Targets	Does not meet standard		The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.				
	Approaching standard		The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.				
	Meets standard		The school complies with and presents no concerns in the sub-indicators below.				
	Exceeds standard		The school consistently and effectively complies with and presents no concerns in the sub-indicators below.				
3.3 Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
	ES	ES					
Sub-indicator Ratings	Sub-indicators						Rating
	Timely communication of organizational, leadership, academic, fiscal, or facility deficiencies to the Mayor's Office; or when the school's management company (if applicable) fails to meet its obligations as set forth in the charter						ES
	Clear understanding of the mission and vision of the school						ES
	Adherence to board policies and procedures, including those established in the by-laws, and revision of policies and procedures, as necessary						MS
	Recruitment and selection of members that are knowledgeable, represent diverse skill sets, and act in the best interest of the school and establishment of systems for member orientation and training						ES
	Effective and transparent management of conflicts of interest						MS
	Collaboration with school leadership that is fair, timely, consistent, and transparent in handling complaints or concerns						ES
	Adherence to its charter agreement as it pertains to governance structure						MS
	Holding of all meetings in accordance with Indiana Open Door Law						MS

For the 2015-2016 school year, the Vision Academy board consisted of directors with skills and experience in business, finance, healthcare, education, real estate and community representation. In addition to Vision Academy, the board also oversees Avondale Meadows Academy.

Through meeting minutes and notes, it is clear that all directors on the Vision Academy board understood and supported the school's mission of providing a college-preparatory education through a rigorous, literacy-based academic program. For example, discussions with the board chair revealed the tendency for the board to vet potential new candidates for mission alignment. Additionally, the board often engaged in discussions on how the school was performing in comparison to nearby neighborhood schools, and wanted to continue to ensure that the school served a majority of neighborhood students.

Skill Sets Represented on Board

Finance



Education



Business



Real Estate



Community



Healthcare



Board Overview

Avondale Meadows Academy, Inc. holds the charter for Avondale Meadows Academy.

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Members

majority
Required for Quorum

The Vision board meets monthly.

The board oversees Avondale Meadows Academy and Vision Academy at Riverside.

In governance operations, the board maintained compliance with its bylaws throughout the course of the year. Directors were rarely absent from meetings and were consistently engaged in discussing school performance. They all regularly participated in meetings and offered expertise and support where appropriate. The majority of meetings were held as scheduled and the board regularly met quorum. All meetings abided by Indiana Open Door Law. For the reasons explained above, AMA receives an Exceeds Standard for board governance.

3.4. Does the school's board work to foster a school environment that is viable and effective?							
Indicator Targets	Does not meet standard		The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.				
	Approaching standard		The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.				
	Meets standard		The school complies with and presents no concerns in the sub-indicators below.				
	Exceeds standard		The school consistently and effectively complies with and presents no concerns in the sub-indicators below.				
3.4 Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
	MS	MS					
Sub-indicator Ratings	Sub-indicators						Rating
	Regular communication with school leadership and/or its management company						ES
	Annual utilization of a performance based evaluation to assess its own performance, that of the school leader, and management organization (if applicable)						AS
	Collaboration with the school leader to establish clear objectives, priorities, and goals						ES
	Interaction with school leader that is conducive to the success of the school, including requesting and disseminating information in a timely manner, providing continuous and constructive feedback, and engaging the school leader in school improvement plans						ES

The Vision Academy board held monthly meetings at which all stakeholders, including the School Director and other relevant staff provided updated reports. Between meetings, the Board Chair held additional meetings with the School Director to monitor topics discussed at board meetings and to provide oversight and support. Additionally, the board has three active committees: Executive, Finance, and Governance, to provide continual support for school oversight.

The Board Chair worked collaboratively with the School Director to develop an extensive set of goals for the school year. The Director then reported on progress towards those goals at board meetings throughout the year and was evaluated on whether or not he met the established goals. The board demonstrated informal methods for setting goals and priorities throughout the year. Although the board is meeting its obligations and continuing to develop, it currently has no formal and objective method for evaluating its own performance.

All meetings and observed interactions between the board and school staff were held in a professional manner. When disagreements occurred, board members engaged in productive discussions that promoted mutual respect and a positive environment that was clearly focused on the mission and success of the school.

For the reasons explained above, Vision receives a **Meets Standard** for school and board environment.

3.5. Does the school comply with applicable laws, regulations, and provisions of the charter agreement relating to the safety and security of the facility?							
Indicator Targets	Does not meet standard		The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.				
	Approaching standard		The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.				
	Meets standard		The school complies with and presents no concerns in the sub-indicators below.				
	Exceeds standard		The school consistently and effectively complies with and presents no concerns in the sub-indicators below.				
3.5 Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
	MS	MS					
Sub-indicator Ratings	Sub-indicators						Rating
	Health and safety code requirements						MS
	Facility accessibility						MS
	Updated safety and emergency management plans						MS
	A facility that is well suited to meet the curricular and social needs of the students, faculty, and members of the community						MS

In 2015-16, VAR's facility met all health and safety code requirements and provided a safe environment conducive to learning. The facility's design, size, maintenance, security, equipment and furniture were all adequate to meet the school's needs. Additionally, the school's construction included the creation of an accessible gymnasium and cafeteria space that could be utilized by members of the community for special events. The school was accessible to all, including people with physical disabilities. The Mayor's Office monitoring of VAR's compliance with health and safety code requirements did not reveal any significant concerns related to these obligations. Accordingly, the school receives a Meets Standard for this indicator for 2015-16.

3.6. Is the school meeting its school-specific non-academic goals?							
Indicator Targets	Does not meet standard	The school does not meet standard on either school-specific non-academic goal.					
	Approaching standard	School is 1) approaching standard on one school-specific non-academic goal, while not meeting standard on the second goal, 2) approaching standard on both school-specific non-academic goals, OR 3) meeting standard on one school-specific non-academic goal, while approaching standard on the second goal.					
	Meets standard	School is 1) meeting standard on both school-specific non-academic goals, OR 2) meeting standard on one school-specific non-academic goal while exceeding standard on the second goal.					
	Exceeds standard	School is exceeding standard on both school-specific non-academic goals					
3.6 Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
	ES	DNMS					
Sub-indicator Ratings	Sub-indicators						Rating
	Vision Academy will retain teachers 76% - 85% of teachers who perform at or above 3 on the TAP rubric.						DNMS
	Vision Academy will host Parent University events with at least 85 parents attending.						DNMS

Each year, Mayor-sponsored charter schools set two non-academic goals that are aligned to or support the school's unique mission. All data for school-specific goals is self-reported by the individual school.

In the 2015-16 school year, VAR set its first goal around retention of effective teachers. The school reported that 50% of teachers who scored "proficient" on the TAP rubric returned to the school for the 2016-2017 school year. Thus, the school receives a rating of **Does Not Meet Standard** on its first goal.

VAR set its second goal around parent participation in Parent University events. The school reported that it hosted one Parent University session with at least 23 parents in attendance. Thus, the school receives a rating of **Does Not Meet Standard** on its second goal.

Overall, due to the ratings of the individual goals above, VAR receives a **Does Not Meet Standard** on this indicator for the 2015-16 school year.